DOCUMENT RESUME

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AUTHOR	Hamilton, Trudy; And Others
TITLE	Vocational Recreational Programs for "Latch Key Kids."
INSTITUTION	Winnebago Community Unit School District 323, Ill.
SPONS AGENCY	Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
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IDENTIFIERS	*Latchkey Children

ABSTRACT

This package consists of a report describing a project in which child care students served as leaders in after-school recreational programs for latch key children, a series of newspaper articles describing the program, an article by Judy Weber entitled "Latch Key Programs Providing Experiential Opportunities for Child Care Students," and the process manual that was developed during the project. The following items are included in the process manual: a list of descriptive terms used, steps in setting up a latch key program, answers to questions frequently asked about latch key children and programs for them, a list of community resources, an overview of a child care class in programming for latch key children, lesson plans for use in the child care class, lesson plans for child care students to use in recreational programs for latch key children, a list of suggested resources, and a letter to latch key program developers. Appendixes to the manual include an application form for project coordinators, a sample letter for distribution at a latch key meeting, latch key program guidelines, an off-grounds permission form, parent and child care student evaluation forms, a latch key child registration form, a medication permission form, and a letter to teachers of latch key children. (MN)

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Vocational Recreational Programs for "Latch Key Kids"

Project Staff:

Trudy Hamilton
Julie Nichols
Judy Weber
Barb Dowdakin

Department of Vocational Education
Human and Family Resources

Winnebago High School
Winnebago, IL
61088

Illinois State Board of Education

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

Adult, Vocational and Technical Education

Research and Development Section

June 1985

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4. Body of the Report

a. Final Report Abstract Format

Official Project Title: Vocational Recreational Programs for "Latch-Key Kids"

Department of Adult, Vocational and Technical Education Funding Agreement Number: R-31-15-x-0332-528

Project Director: Trudy Hamilton

Funded Agency: Winnebago High School; Winnebago School District #323

Location of Funded Agency: 311 N. Elida St. P.O. Box 98 Winnebago, IL 61088

Time Period Covered: July 1, 1984 to June 30, 1985

Major Accomplishments of the Project: 1. A curriculum has been developed for the Child Development and Child Care students involved in the Latch-Key Program. 2. The Child Care Leaders have developed daily lesson plans and implemented them in the after school program. 3. The Child Care Students have received valuable on the job experience as child care workers. 4. The program has served as a vital community service to the parents of the Latch Key Children. 5. The publicity generated for the school district has been a very positive side effect of the project.

Potential Impact on Vocational Education:

A program has been developed and implemented utilizing child care students as laders in an after school recreational program for Latch Key Children.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

Process Manual on Setting Up a Latch Key Program
Title: "How to Set Up Latch Key Programs Providing Experiential Opportunitites for Child Care Students"
10 copies of the manual to be sent to the State

Curriculum Guide for Child Care Class
1 copy to be kept at demonstration site

Daily lesson plans for Latch Key Children
1 copy to be kept at demonstration site

B. Expenditure of Funds: No discrepancies

C. Paid Participants in Activity:

1. Trudy Hamilton

Guidance Counselor
Winnebago High School
7 years teaching experience in home economics
2 1/2 years as high school guidance counselor
BS in Home Economics Education
MS in Marriage and the Family
MS in Counselor Education

2. Julie Nichols

Vocational Director-Home Economics/Business Teacher
Winnebago High School
13 years teaching experience in home economics and business related classes
2 years as Vocational Director
BS in Home Economics Education
Graduate work at Northern Illinois University

3. Judy Weber

Home Economics Instructor
Winnebago High School
1 year as a home economics teacher
BS in Home Economics Education

4. Barb Dowdakin

Project Cordinator
Winnebago School District
5 years experience as Special Education Teacher
2 years experience as Day Care Teacher
BS in Special Education

5. Child Development Students

Rick Battig
Elysia Bowman
Kristine Hoover
Kim Livingston
Janell Reemstma
Wanda Rinehart
Debbie Schoenfelder
Mindy Snider
Sara Snyder
Chris White
JoDell Stewart

D. Resource Listing

1. Material Resources: none were purchased

2. Human Resources:

Muriel Thiel
Elementary Principal
aided in direction for project; offered suport for the program

Betty Groves
Secretary
typed and copied reports

Robert Colborn
District Superintendent
coordinated district effores; offered support for the program

Peggy Pool
Illinois State Board of Education
Project Consultant
provided additional consulting help and aide in implementing the program

E. Major Accomplishments and Significant Findings of the Project.

1. List of approved project goals and objectives:

OBJECTIVE	ACTIVITY
To provide experimental situations for our chold development students which make application of theoretical classroom training possible.	after school program
To become aware of tasks, competencies and opportunities involved in working as a child care worker	classroom experience after school program
Recognize factors which contribute to successful working relationships with many age groups EX. coordinator, children, peers	working with instructor, coordinator, children and peer leaders
Assess own personal qualities in relation to job requirements	activities in classroom and after school program
Identify factors involved in planning a viable schedule of programs for elementary children	classroom
Utilize techniques of helping children gain selp-reliance in performance of varied activities	after school program
Recognize necessity of guiding children in the establishment of wholesome food habits EX. snach time planning and preparation	after school program

Describe procedures to follow when supervising mealtime activities	after school program classroom
Develop activities which will promote childrens interest in varied after school supervised and planned enrichment activities EX. artistic, musical, physical, scientific and leisure-time structured and pre-determined activities appropriate to their age group and specific develpmental tasks	classroom experience
Recognize importance of observing safety and proper first aid practice in the child care center and be alert to safety hazzards	classroom after school program
To be able to recognize the significance and value of child care centers and their purposes and objectives, licensing requirements, different categories of centers, staffing procedures etc.	classroom experience
To develp ways of working with children and factors influencing their behavior and procedure to follow to maintain discipline	classroom experience
To realize the importance of choosing suitable stories, music, visual aids and other activities in the mental, physical, emotional and social development of children	
To understand the significance of developing and creating children's playthings to be utilized in the child care center	classroom experience
To develop activities which incorporate outdoor physical activities which encourage children to explore and investigate their environment	classroom experience
To investigate and utilize resource people and services available within the community	homework assignments director exploring community resources
To develop guidelines for hiring, controlling and utilizing a program coordinator and supervisor	meetings between director and consultant

To establish lines of communication to implement and follow through the proposed program between the Vocational Guidance Counselor, vocational director, instructor, coordinator, and students	meetings between director consultant, instructor coordinator and students
To develop and disseminate information concerning the program and its purposes to the community	meetings between consultant and director
To identify suitable participants in the Vocational Recreational Programs for "Latch-Key Kids" EX. identify "latch-key kids" "child develpment students"	project director, consultant and instructor
To establish guidelines for the program and its implementation	meetings between consultant and director

3. Major Dissemenation Activities Summary: N/A

4. Staff Development: N/A

5. Publicity:

   a. Published Material

      Winneabgo News 7/19/84
      7/26/84
      7/31/84
      8/2/84
      4/4/85
      4/15/85

      Rockford Register Star August

      Regional Education Office Newsletter

   b. Articles Published

      Illinois Vocational Home Economics Teacher Association

      Parent Teachers Association

   c. Visitors:

      Jan Lathrop

      Sue Burge

      Persons from Television Stations in Rockford

      YMCA and YWCA personnel

f. Problems - none encountered

g. Summation of Evaluation Data Collected: N/A

h. Statement of Impact:

The impact that the program has made on our vocational department and on our community has been invaluable. Our home economics department has found a specific area which seems to be of major importance to our students as our 1985-86 child care program enrollment has increased by 56% over 1984-85 enrollment. The program offers strength and credit ability to our vocational department and may in the future be our link to regional vocational survival. We are currently considering future avenues that the program may take in becoming a cooperative work program station in the region.

This has been one evidence of success but several additional positive consequences have been: publicity received from the newspapers and television stations; the ESR has asked us to do workshop presentations of our program; we have received much positive feedback from the community with additional families moving into the district because of the program.

i. Conclusions:

The program has helped us increase our enrollment in the vocational home economics department.

It is providing an avenue for the maintenance of a vocational home economics program in a regional delivery system.

Our after school program for latch key kids has offered our community an alternative care program to children with unsupervised after school time.

Recommendations:

Fund the program for FY 86 with an emphasis on:

the development of the child care curriculum into a competency based curriculum

The after school program being used as a demonstration site for other districts to emulate

making the process manual into a more complete and polished sample to be sissiminated to other requesting districts

developing a brochure to publicize our program and its benefits

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: How To Set Up Latch-Key Programs Providing Experiental Opportunities for Child Care Students

2. Date material was completed: June 15, 1985

3. Please check one: New material [X] Revised material [ ] Field-tested material [ ]

4. Originating agency: Winnebago High School Winnebago School District #323

   Address: 311 N. Elida St. Winnebago, IL Zip Code: 61088

5. Name(s) of developer(s): Trudy Hamilton Julie Nichols

   Address: 311 N. Elida St. Winnebago, IL Zip Code: 61088

6. Developed pursuant to Contract Number: R-31-15-X-0332-S28

7. Subject Matter (Check only one according to Department of Education Code):

   Code

   - [ ] 01 Agricultural Education
   - [ ] 03 Business and Office Education
   - [ ] 04 Distributive Education
   - [ ] 07 Health Occupations Education
   - [X] 09 Home Economics Education
   - [ ] 10 Industrial Arts Education
   - [ ] 16 Technical Education
   - [ ] 17 Trade and Industrial Education
   - [ ] 22 Cooperative Education
   - [ ] Career Education
   - [ ] Other (Specify)

8. Education Level:

   - [ ] Pre-K Thru 6
   - [ ] 7-8
   - [X] 9-10
   - [ ] 11-12
   - [ ] Post-Secondary
   - [ ] Adult
   - [ ] Teacher (Pre-service)
   - [ ] Administrator (Pre-Service)
   - [ ] Other (Specify)

9. Intended for Use By:

   - [ ] Student
   - [X] Classroom Teacher
   - [ ] Local Administrator
   - [ ] Teacher Educator
   - [X] Guidance Staff
   - [ ] State Personnel
   - [ ] Other (Specify)

10. Student Type:

    - [X] Regular
    - [ ] Disadvantaged
    - [ ] Handicapped
    - [ ] Limited-English Proficiency
    - [ ] Other (Specify)

11. Medium and Format of Materials:

[X] HARDCOPY	[ ] VIDEOTAPE	[ ] FILM	[ ] MICROFICHE
No. of pages	Minutes	Minutes	B & W
[ ] Paper bound	[ ] B & W	[ ] B & W	[ ] Color
[ ] Hard bound	[ ] Color	[ ] Color	
[X] Loose-leaf	inches	mm	
Photos: Yes No			
Diagrams: Yes No			

___ SLIDES ___ FILM STRIPS ___ AUDIO ___ OTHER

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___ Color
___ Audio
___ Carousel provided
___ Other packaging used
(Specify) ____

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___ Color
___ Audio

___ Automatic synch
___ ____ Hz
___ Manual cue
___ Reel
___ Cassette
___ Cartridge

Specify:
____
____
____

12. Availability:

Currently unavailable, but will be available upon request in FY '86

____ One copy free For sale @ $ ____ per copy X Not available
____ In ERIC system (No. ____) ____ Loan copy available

Contact: Name Trudy Hamilton Phone (815) 335-2336

Address 311 N. Elida St. Winnebago, IL Zip Code 61088

13. Copyright Restrictions:

Contact: Name Trudy Hamilton Phone (815) 335-2336

Address 311 N. Elida St. Winnebago, IL Zip Code 61088

14. What level(s) of assistance is required to provide implementation of this outcome?

X awareness X understanding
____ deciding X implementing

15. Are Consultive/Inservice (or staff development) available? Yes X No ____ for FY '86

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Write the description so that it can be used to promote the material. Continue on back of this sheet or on another sheet if necessary) The manual is to be used to assist persons interested in setting up programs for Latch Key Kids utilizing Child Care Students as leaders.

17. Person Completing this Abstract Trudy Hamilton

Full Address 311 N. Elida St.
Winnebago, IL 61088

____

____

____ Zip ____

Latch-key serves two purposes 4/4/85

Dear editor:

The Latch-Key Kid Program, which serves Winnebago School District students, is now more than half-way through it's first year. Its major goals have been successfully reached, and beyond.

Simon Elementary students, who are children of full-time working parents, have been provided with safe, convenient after-school care. In addition, they have been able to share in a variety of learning experiences.

New areas of physical fitness have been explored through break-dancing, aerobics, tumbling, and games.

Creative urges have been encouraged in art, role-play, and craft-making. Peer interaction is, of course, a constant, and many friendships have been formed.

Special events have included roller skating, pizza at Toni's, and a Christmas visit to Highview Nursing Home. A return trip is planned for May.

Winnebago High School students staff the teaching positions. These teachers are enrolled in Miss Judy Weber's Child Development course where they devise lesson plans to be carried out daily.

Nutritional snacks are planned and prepared during class for the Latch-Key children.

Aside from the day-to-day administration of activities, the teachers are called upon to meet the demanding needs of up to 30 grade-schoolers.

Whether it's reaching out to dry a tear, settle an argument, or answer a homework question, the Child Development students have emerged as a caring and responsible group. Discipline techniques are studied and put into practice, along with an ever-increasing knowledge of fairness and common sense. The Latch-Key Kid Program has shown itself to be an excellent on-the-job training site.

With the success of this year's program, a Latch-Key program is being planned for the 1985-86 school year. Kindergarten through fifth grade students will be eligible.

Barbara Dowdakin
Winnebago Latch-Key Kid
Program Director

Latch Key refunded 4/4/85

WINNEBAGO — The Latch Key Program, designed to provide an alternative for children instead of a lonely, dark home, has been refunded by the state but with a twist.

Program coordinator Trudy Hamilton stated that the program will receive a $15,000 state grant. In return, a majority of the money must be used to help set up the program as a demonstration center.

Hamilton stated the program will be used as a pilot program and school districts from across the state, and perhaps the nation, will come in to observe it and possibly set up their own.

Some of the money, Hamilton noted, will be used for consultant fees and for paying substitute teachers as she and Julie Nichols, who helps coordinate the program, will go to other schools and discuss the program.

Hamilton said that families that use the program may be charged a small daily fee to help meet costs. As of now the fee could be $1 a day.

The program was established last fall to help working parents. It provides children an educational alternative to going home to an empty house and watching television.

Latch-Key set for next year

WINNEBAGO — The Winnebago Latch-Key Kid Program has received funding to continue its operation for the 1985-86 school year.

This means that children of fulltime working parents will have the opportunity to participate in the after-school recreation program.

The daily activities will be planned and carried out by Winnebago High School Child Development students. Program director, Barbara Dowdakin, will again supervise all on-site activities.

Initially, the Latch-Key Kid Program was funded by a Research and Development Grant. The change for next year is that the program will be funded as a Demonstration Site.

New objectives will give program initiators, Julie Nichols and Trudy Hamilton, the opportunity to share their experiences and what has been learned from them.

There are several openings in the 1985-86 program. Kindergarten through fifth grade students are eligible. To meet operation costs, there will be a $1 per day fee, prepaid monthly. Interested parents may leave their names and addresses at McNair School in care of the Latch-Key program.

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Program to help children, parents set

WINNEBAGO — In many households the economy has forced both parents to work forcing many children, particularly younger children, to spend several hours alone at home with no adult supervision and at times fending for themselves.

Because of the situation, children of such homes have been tagged as Latch Key Kids.

To help children and parents of such homes, a new program will start this fall, here, thanks to a $15,000 grant from the state.

Under the auspices of the state board of education, the district was awarded the research and development grant to establish the "Recreational Program for Latch Key Kids."

According to Trudy Hamilton, project director and high school guidance counselor, the program has several goals in mind. One is to provide a recreational program for students, particularly for grade school children.

Another is to help improve child development skills of high school students who will help supervise the program. "It will teach the students what to do and how to develop programs for the different age groups and the skills needed to supervise such a program," she stated.

Hamilton admitted the program is intended to be recreational in nature. "We want a constructive alternative to just going home and turning the tube (tv) on and still provide some supervision."

Aiding Hamilton are vocational director Julie Nichols and home economics teacher Judy Weber. A project coordinator has yet to be named.

Nichols, who thinks this program is the first of its kind for a school of this size in the area, explained that children, kindergarten through fifth grade will be cared for and supervised by high school child development students and the project coordinator.

While a site for the program has not been determined, it will be held after school until 6 p.m. and is free. However, donations will be accepted, Nichols added.

She said that if a child is willing to attend the program on a weekly basis, be cooperative in the program and can be picked up by 6 p.m., then their parents should contact the high school at 335-2336 and leave their name, their child or children's name and telephone number. They will be contacted later with more information.

Hamilton stated that the problem with Latch Key Kids is nationwide and recent studies indicate these children are developing serious fears as the result of staying home alone for several hours at a time.

Project coordinator hired for Latch Key program

WINNEBAGO — Coordinator for the Latch Key Kid Program planned for this school year has been hired.

Barbara Dowdakin, a newcomer to the Winnebago School District, has been named to the position.

Dowdakin, a native of Palatine, has been teaching in the Rockton School District in its special education program since 1979. She has a bachelor of science degree in special education from Illinois State University, Bloomington.

She has served as a counselor at a United Cerebral Palsy Camp and is currently an instructor in the Rockford YMCA swimming program. She is also teaching this summer at the Goldie Floberg home.

Dowdakin is married and has one son.

The Latch Key program is designed to provide grade school age children a recreational alternative to going home and staying there alone for several hours while the parents are working.

It is open to all children, kindergarten through fifth grade. It will be held at the McNair Middle School, after school until 6 p.m.

Children in the program attending school at Simon will be bussed to McNair to take part in the program.

If interested, parents should register their children by Aug. 15 by calling the high school at 335-2336.

The program is free to the participants, but donations will be accepted. Funding for the program is through a $15,000 research and development grant given to the district by the State Board of Education.

Barb Dowdakin will serveas the director of the Latch Key program that will start this fall at Winnebago. The activites will be held at McNair after school until 6 p.m. For more information call the high school at 335-2336. (ncap-Crase)

Latch Key sign-up on 7/31/84

WINNEBAGO — Sign-up for the Latch Key Kid program is continuing.

According to project director Julie Nichols, the program will be an alternative to leaving children of working couples alone at home after school.

She stated it is being funded by a research and development grant. "While most research and development grants involve theoretical concepts that are later applied in the classroom, the people of Winnebago have a tremendous opportunity to be involved in a research and development grant that will benefit the community now."

Enrollment is limited and spots are rapidly filling up. Nichols reported. Parents can sign up by calling the high school at 335-2336.

Winnebago

Details of program set

WINNEBAGO — More details about the Latch Key Kid Program have been released.

According to project coordinator Barbara Dowdakin the program will provide an option to those children who must stay at home after school.

"Are you a fulltime working parent with school age children?" Dowdakin asked. "If so, you probably share a common worry with other working parents: Where are my children and what are they doing?' Hopefully the children are at home. But even if they're home are they staring blankly at the tv? Or playing video games? Or eating junk food?

"The Latch Key Program offers an exciting alternative for your child. Activities such as art, music, outdoor recreation and community awareness projects will be encouraged by the Winnebago High School Child Development students," Dowdakin remarked.

She added that a nutritional snack will be provided, and safety and consideration of others will be top priorities.

The supervised structured program, Dowdakin said, is free and available to grade school age children. It will be held at McNair Middle School.

Applications can be picked up at the Winnebago High School office. The completed forms should be returned to the office by Aug. 15.

Anyone interested in providing special interest activities, age-appropriate toys for the children, or in need of more information can contact Dowdakin at 335-2758.

Barbara Dowdakin

Latch Key

Winnebago School District #323 is the proud recipient of a Research and Development Grant, to be administered under the auspices of the Illinois State Board of Education. The $15,000 one-year grant will be used to develop an after-school program known as Latch Key Program. The program will be geared to those children whose after-school hours would otherwise be spent home alone because of working parents.

A full time director, Barb Dowdakin, has been hired to implement the program. Barb will be working each school day with approximately 30 latch key children, as well as three students enrolled in the high school Child Development Program.

The students from the Child Development Program will be devising the daily activities. The Latch Key Grant will allow the Child Development students to obtain vocational skills with an age group of K-5. At this age, child care is vitally important, yet a missing segment in our society.

Outdoor games, art and musical activities, walking field trips to the community library, and the consumption of nutritional snacks are all a part of the program. The Latch Key children will participate from after school until 6:00 p.m. Additional information may be obtained by contacting Trudy Hamilton or Julie Nichols at the high school, 335-2336.

After-school recreation program offered

By Jennifer Cerven
The Register Star

WINNEBAGO — Latch-key children in the Winnebago School District will be offered an after-school recreation program this fall with the help of a $15,000 grant from the Illinois Board of Education.

Children whose parents work and can't provide after-school supervision are eligible for the program, the first of its kind to be funded on an experimental basis by the state, according to Julie Nichols, vocational director for Winnebago High School and a developer of the program.

"Our target audience is the young kids who would otherwise be home until 4, 5 or 6 at night without any supervision," Nichols said.

In addition to providing recreation for the children, the program also is designed to give work experience to high school students in child-development classes. The 3:30 to 6 p.m., 5-days-a-week program will operate out of McNair Middle School.

Nichols said about 15 students will receive course credit in child development and also will be paid for the time they spend as assistants in the program. A director, Barb Dowdakin, formerly a teacher in the Rockton School District, already has been hired, Nichols said.

The teen-agers will be encouraged to work closely with the children they supervise, including helping them with their homework or taking them on walking trips to the local library, she said.

High school students in food-service classes also may join in the program by helping to prepare nutritious snacks for the children.

If the program is successful, the final report to the Illinois Board of Education may be used as a model for other school districts throughout the state's public school system, Nichols said.

While the largely rural Winnebago School District doesn't have a large number of latch-key children, Nichols said, the program is designed to help families in need of free child care and to prevent juvenile delinquency.

"Maybe we can nip that in the bud by giving them an alternative to the negative aspects of being at home alone," she said.

Winnebago School Superintendent Robert Colborn said he is pleased the district received the grant to organize a program that couldn't be funded in the regular school budget.

He said the grant is the first applied for by the district.

Once the grant runs out, Nichols said, she hopes community groups or other sponsors can be found to keep the program in operation.

Parents in the Winnebago School District may call the high school, 335-2336.

Latch-key children in the Winnebago School District #323, Winnebago, Illinois are participating in an after-school recreation program with the help of a $15,000 research and development grant under the auspices of the Illinois Board of Education.

Children whose parents work and can't provide after-school supervision are participating in the program. The focus of the project though is the laboratory experience that high school students enolled in the Child Development Class are receiving. These high school students act as "teachers" to the latch key children.

Approximately 15 Child Development students are receiving credit in a Child Development course, valuable hands-on laboratory experiences working with kindergarten through fifth grade children, and also are being paid for the 3:30-6:00 p.m. 5 days-a-week Latch Key program.

The students are working closely with the children they supervise, by serving snacks, preparing daily lesson plans for after-school activities, and helping the Latch Key children with homework. The Latch Key Program is held in the district's middle school building and high school Child Development students are able to walk to the site.

High school students in the food-service classes have also joined in this special project and prepare the nutritious snacks served to the children each day.

The program has been a success and the State funding will continue for the 1985-86 school year with the program being utiliized as a demonstration site. While the largely rural Winnebago School District does not have a large number of

latch-key children (approximately 30 children are served each day), the district realizes the importance of the program, and hopes that the many problems associated with this group of children can be "nipped in the bud" by offering postive alternatives to being alone.

The grant is the first one applied for in the district and the only one being funded in Illinois specifically for this purpose. Under the direction of Trudy Hamilton (guidance counselor), Julie Lovejoy Nichols (vocational director), and Barbara Dowdakin, the after-school adult director of the program, the final outcome will be a product that other school districts throughout the states may choose to utilize in developing their own program.

LATCH KEY PROGRAMS PROVIDING EXPERIENTAL OPPORTUNITIES FOR CHILD CARE STUDENTS

Written by: Judy Weber
Department of Human and Family Resources
Child Care Instructor

Submitted for publication to: Forecast Magazine
730 Broadway
New York, NY

Currently, we are in a trend where parents of early school age children are working. This new home life creates a situation where many young children are left at home by themselves either before of after school. These children are often referred to at "Latch Key Kids." Many parents are uncomfortable with this situation, but have not found any viable options in their communities.

Latch Key children in the Winnebago, Illinois School District #323 have found an alternative to going home alone. These elementary aged children are participating in an after-school program supervised by the Vocational Child Care high school students.

This program was developed by the High School Guidance Counselor, Trudy Hamilton. Trudy, a former home economics teacher felt that child care students in the Vocational Home Economics Program needed to obtain hands on learning experiences as child care leaders. Additionally, she realized the importance that home economics must play in helping the family meet the needs of the future. From this concept she and the High School Vocational Director, Julie Nichols, began writing a proposal for a Research and Development Grant through the State of Illinois State Board of Education. The proposal was accepted and under the auspices of the Illinois Board of Education the "Vocational Recreational Program for Latch Key Kids" became a reality.

The pilot project began during the 1984-1985 school year. Its focus was on laboratory experience that the Child Care students were to receive as they acted as leaders to the Latch Key children.

The Child Care class is composed of tenth, eleventh, and twelfth grade students. The general areas of study include traditional areas

covered in child care plus the development of daily lesson plans to be implemented during the after-school program. The students have become aware of tasks, competencies, and opportunities involved in working as child care aides.

They have had to identify all factors involved in planning a viable schedule of programs for elementary aged children. Each group of leaders is in charge of developing lesson plans, making out time schedules, creating games and activities, and finding resource materials applicable for the children.

Another objective for the child care students is to recognize the necessity of guiding children in the establishment of wholesome food habits. The leaders are in charge of selecting and preparing nutritious snacks for the children.

The Child Care students have recognized the significance and value of child care centers, their purposes and objectives, licensing requirements, and staffing procedures. They have been exposed to such a wide variety of actual work related situations that confidence is evident in their work performances.

The classroom format involves three days of instruction directed toward the general areas of study. Discussions, role-playing, group work, guest speakers, field trips, and lectures are used to stimulate student participation. The other two days of classroom instruction involve laboratory experiences. During this time students have hands-on experience in developing lesson plans, making nutritious snacks, and learning about overall teacher responsibilities.

On laboratory days, the instructor and students discuss any concerns, problems, and positive experiences derived from the Latch Key Program.

Students are encouraged to express their opinions about their experiences with the program in order that positive feelings will be maintained throughout the school year. The students are evaluated on a weekly basis. They are graded on their use of preparation time in class, readiness to teach, and the actual teaching experience. The students, program coordinator, and the Child Development Instructor each play a part in this evaluation process.

Three students work at the grade school on a weekly basis from 3:30 p.m. to 6:00 p.m. with first through fifth grade children. They are paid $4.00 a day for their services. The majority of the students feel this salary is acceptable because they enjoy their work and it is their first real working experience. Additionally, this laboratory experience is a part of their classroom requirement. As one student said, "I enjoy my time with the kids; they have taught me alot. I think of the money as an added bonus. It's nice to be paid for something you love to do, and now I have extra spending money."

Along with the work experience, the leaders have learned to assess their own personal qualities in relation to job requirements. They have been able to see if the child care profession is going to be in their future. One intrinsic result of the program was that seventy-eight percent of all of the students enrolled in the Child Care Class expressed a desire to work with children after high school graduation. "The Latch Key kids have made me see how much fun working with kids really can be. It is much more fun than babysitting. We are actually responsible for teaching them things. I plan to go to college and major in Child Care Services," stated one student.

One of the most positive outcomes from the program was the increased self-concept of both the Latch Key children and the high school students. As the program coordinator stated, "These children (elementary and high school) have changed their attitudes by one-hundred percent. The high school students are much more relaxed and self-assured, while, the Latch Key children have calmed down and learned to respect their "teachers". It has been a fantastic program for both age groups."

This unique program has warranted a great deal of publicity for the Home Economics Department and the Winnebago School District through local television station and newspaper coverage to the surrounding communities. A one half-hour special on the Latch Key Program has been broadcast, through public television. In addition, numerous articles have been written for various educational publications.

School administrators have been enthusiastic about the program and are willing to support its existance in future years. With the emergence of the "Vocational Recreational Program for Latch-Key Kids" the future of home economics looks very bright for Winnebago High School. The enrollment in the Child Care Class for the 1985-1986 school year has increased by one-hundred percent. The class even had to be closed during enrollment because the interest in the class exceeded the available spaces.

During the 1985-1986 school year the program will once again be funded under an additional Research and Development Grant by the State of Illinois. This grant is looking toward developing a process manual for other organization to preview upon request. The final outcome will be a product that other school districts throughout the United States may choose to utilize in developing their own programs.

If your organization is interested in starting up a "Vocational Recreational Program for Latch Key Kids" please contact:

Trudy Hamilton
Project Director of Latch Key Program
Winnebago High School
Winnebago, Il 61088

PROCESS MANUAL:
How to Set Up
Latch Key Programs
Providing
Experiential
Opportunities
for Child Care
Students

Project Staff:

Trudy Hamilton
Julie Nichols
Judy Weber
Barb Dowdakin

Department of
Human and Family
Resources

Winnebago High
School
Winnebago, IL
61088

Illinois
State Board of
Education

Adult,
Vocational and
Technical Education

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INTRODUCTION

Currently we are in a trend where parents of school age children are working. This new home life creates a situation where many school age children are left at home by themselves either before or after school. These children are often referred to as "Latch Key Kids". Many parents are uncomfortable with this situation, but haven't found any viable options in their communities.

We have developed an after school program for these children using our vocational child development and child care students as the leaders in the program. These high school students attend child development and child care classes as a part of their vocational high school curriculum. During these classes they learn about childhood developmental tasks, explore various recreational activities suitable for children at different ages, prepare nutritional snacks, discuss discipline techniques, explore creative activities that are age level appropriate, become aware of day care practices and functions and develop daily lesson plans for the children in the program. After school the Child Care Students implement their lesson plans and learning experiences into the program conducted at the grade school for our "Latch Key Kids".

This program not only provides valuable "on hands" learning experience for our high school vocational child development and child care students, but also provides an important community service. Many of our working parents are concerned about their children and their unsupervised activities before and after school days. This plan offers a solution to the parents, gives the child healthy activities after school, and educates our high school students in early childhood education programs to help them become better prepared for child care positions in the community after high school graduation.

DESCRIPTIVE TERMS USED THROUGHOUT HANDBOOK

CHILD DEVELOPMENT (CD) AND CHILD CARE (CC) INSTRUCTOR - (used interchangeably with Home Economics Instructor) The person who actually teaches the high school child development and child care classes, and schedules and observes the CC students in the lab experience (after school) known as "The Latch Key Program."

CHILD CARE STUDENTS (CC students) - The sophomores, juniors, and seniors who are enrolled in a vocational child care course. In order to gain laboratory experience, these students prepare and implement lesson plans (after school hours) in the Latch Key Program. The students work from 3:30-6:00 p.m., and earn $4.00 a day.

PROJECT COORDINATOR - The adult who directs the day-to-day operations of Latch Key. This person is ultimately responsible for the high school Child Care Students as well as the Latch Key participants.

PROJECT DIRECTORS - The writers of the proposal and the reports that must be done. The project directors in our situation are the vocational guidance counselor and the vocational director.

STEPS IN SETTING UP A LATCHKEY PROGRAM

Setting up a Latch Key Program takes both time, and a committment to work with others.

1. Administrative support of the superintendent and all principals who will have pupils or personnel involved, and/or house the site of the program is essential.

2. A child care instructor who is enthusiastic, cooperative and willing to put in supervisory time after school is a must if your program is to be "vocational" and present "laboratory experiences" as ours has. This person works directly with the Project Coordinator. There is day-to-day contact with the CC students and not only is this person an instructor but a "supervisor".

3. A Project Coordinator who can warmly greet each Latch Key participant and share in the highlights and lowlights of their day sets the tone of your Latch Key Program. A mentor who can lead the CC student teachers by example, act as a bookkeeper of payments, and serve as public relations person to the community are roles this person may have to fill. This person truly dictates the success of your Latch Key Program!

4. Logistics of a program such as this can sometimes seem overwhelming. They may incude:

   A. A site that will be available on a daily basis is necessary as:
      1. Access to an outdoor play area, and/or equipment
      2. A large room within the site for activities as well as snacks to be served (tables)
      3. Storage facilities for snacks
      4. Telephone access
      5. Restroom access
      6. Places for hats, coats, mittens, boots, etc.
   B. The number of children to be served
      1. Age requirements
      2. Finding eligible children for the program including recruiting and publicity
   C. Transporting children to the site
   D. Accountability for absent children
   E. Hours of the program, the calendar schedule, and provisions for snow days, etc.
   F. Adjusting the child care classroom curriculum to accomodate creative lesson planning and constantly changing activities
   G. Soliciting community donations for support

Logistics or not, a vocational recreational Latch Key Program can provide a laboratory situation and new life in a home economics curriculum. Additionally, your school district can be involved in a tremendous community service project. And last but not least, quality after school child care, which a Latch Key Program can provide, can hopefully help to provide many positive after school activities with a child's own peer group opposed to being home alone.

INFORMATION FREQUENTLY REQUESTED

1. How did the program get started?

   Basically we started the program with the idea that our Child Care students needed some "hands on" learning experiences in which they could apply their actual classroom lessons. Concurrently, we were aware of the growing need for child care in the before and after school situations, so we decided to combine both needs and created the program.

2. How did you find the Latch Key Kids to be in the program?

   We publicized the program. First we started with articles in the local newspaper, and followed up with posters in all of our local public places. We did some local recruiting in the area neighborhoods. Initially there was a genuine concern on our part if we would have enough Latch Key kids to run the program, but to our surprise we ended up with an overwhelming response, expanded our program and still had a waiting list.

3. How do you get the Child Care Students to keep their committments of supervision?

   There are several factors which we feel are essential to get the cooperation that is needed.

   a. The Child Care Students are paid for their work. We pay $4.00 for the 2 and 1/2 hours. We have three Child Care leaders and one director present daily to supervise approximately thirty latchkey kids.
   b. The instructor is very considerate and lenient in scheduling the Child Care Student's supervision time around their wants and needs.
   c. The teaching experience is a class requirement that the Child Care Students are aware of when they enroll in the class.
   d. The instructor and the director make it a very positive learning experience for the Child Care Students and the Latch Key Kids.
   e. The Child Care Students are excited about implementing their own lesson plans and seeing the results.
   f. Its fun!

4. Do you need to be licensed as a day care center?

   It is our understanding that if it is an after school situation, held in the school, and an integral part of school programs that licensing is not required. However, DCFS guidelines have been explored and defined in the actual classroom lessons and our program more than adequately adheres to these specifications. A program with different circumstances would obviously require that licensure guidelines be met.

5. Do the parents pay for this service?

   The ultimate goal of any program such as this is to operate in a cost efficient manner. Initially our parents did not

pay but were asked to donate on a basis of a dollar a day per student. The reason for this was that we were established as a pilot program and received funding from the State Board of Education to establish this program as a model for other schools to emulate.

During the 1985-86 school year we are requiring that parents pay the dollar a day per student to help pay for the costs of the program. We are again receiving money for the program from the state during the second year, but the funds are earmarked for different purposes.

The program during the 1986-87 school year will be run on a self supporting basis and we are planning to charge $2.00 a day per student. We are estimating that this will minimally cover expenses. We will need a parent committment to the number of days their children will be present in the program and a non refundable prepayment for that monthly amount.

6. What qualifications do you have for your project coordinator?

Legally there are not any educational qualifications that are needed. We had application forms (see Appendice A) printed which were similar to most job applications and used these for our applicants. One qualification we have found to be a big asset is the coordinator's educational background that gives supervisory and organizational experience within a school setting. The main personal characteristic to consider is the coordinator's personality and ability to communicate, coordinate and supervise the Child Care Students and the Latch Key Kids. The coordinator makes the program what it is.

7. How do you handle Latch Key Kid absences?

If a child needs to be absent from the program, it is the parent's obligation to inform the school of their intended absence. If we are responsisble for thirty elementary children we need absolute cooperation in this matter. Before school began in the fall, we had a mandatory meeting for the parents of our Latch Key Kids to explain the program and emphasized the importance of our rules, guidelines and intended consequences if their cooperation was not received.(See Appendice B)

8. Are there any additional areas of concern that need to be addressed?

a. Space location and limitations.
b. Students bringing appropriate clothing for outside recreational activities.
c. Parents picking children up at designated times.
d. Transportation for Child Care Students.
e. Limiting your enrollment to approximately 10 students for each Child Care Student.
f. Communication among all persons involved, parents, students, teachers, directors etc.
g. Media presentations and publications.
h. Guidelines for the parents of the "Latchkey Kids". (See Appendice C)
i. Permission slips for children.(See Appendice D)

COMMUNITY RESOURCES

The use of community resources has been a very positive part of our Latch Key Program. Not only have they provided important services for us, but in the infancy of any program the more people that are aware of the offering, the better. Resources, service clubs, etc. will obviously vary from locale to locale, but the end result is the same - a greater involvement by community people who in turn will help to communicate Latch Key availability to others.

Community resources utilized have included:

1. YMCA & YWCA - Instructors have come to the Latch Key site and given demonstrations on the activities they teach.

2. COMMUNITY LIBRARY - Has provided weekly films, discussions and/or puppet shows, in addition to hosting weekly field trips (during season walking weather) to allow Latch Key children to draw out materials.

3. NEWSPAPERS - Our local newspaper (Winnebago News) has carried an insurmountable amount of articles from announcing the beginning of the program to monthly stories on activities being pursued. Additionally, the Rockford Register Star, a larger metropolitan newspaper has carried articles as well.

4. SERVICE & SOCIAL GROUPS - Including the Winnebago Community Center (formerly the Grange), and Women for Winnebago have donated money to the program. Agencies including Lions, JayCees, and Kiwanis could be tapped for resources. Social groups including Parents Too Soon and the Contact Children's Line have provided guidance.

5. COUNTY EXTENSION - Completed a segment on the Latch Key Program that was used for an informative cable television program in the Northern Illinois area. Additionally, the extension helped to provide sources of milk donations and could be utilized for other information.

6. TELEVISION STATIONS - All three of the commercial television stations in Rockford have done footage, or conducted live interviews with the program participants and have used them during evening telecasts.

7. PUBLICATIONS - A year ago when the grant was written, there was very little written information available on Latch Key Children. Since that time however, more material has become available including articles in Good Housekeeping (Sept. '84) Vision Plus (Aug. '84), Phi Delta Kappa (Dec. '84), Newsweek (Sept. 84), and The Handbook for Latch Key Children and Their Parents (Arbor House Publishers).

Every community certainly has their own individual resources to help make a program more meaningful. It takes time, but don't be afraid to tap them.

CHILD CARE CLASS OVERVIEW

The Child Care and Child Development classes are composed of the tenth, eleventh, and twelfth grade students. The general areas of study include: developing activities, goals and objectives for lesson plans to be implemented by the leaders of the Latch Key Program; and the continuing development of the child through age ten.

The classroom format involves three days of instruction directed toward the general areas of study. Discussions, role-playing, group work, guest speakers, field trips, lectures, and book work are used to stimulate student participation. The remaining two days of classroom instruction involve laboratory experiences including lesson plan development, preparation of nutritious snacks for the children, creating bulletin boards, and learning about leadership responsibilities.

On one of the laboratory days, the instructor and students discuss any concerns, problems, and positive experiences derived from the Latch Key Program. Students are encouraged to express their opinions about their experiences with the program, in order that positive feelings can be maintained throughout the school year.

The students are evaluated on a weekly basis on their use of preparation time in class, readiness, and the actual leading experience. The students, the program coordinator, and the Child Care Instructor each play a part in this evaluation process.

One final classroom activity is the evaluation of the Latch Key Program. Evaluation forms from both the Child Care Students and the Latch Key parents have given us positive and encouraging feedback including a 56% increase in enrollment in the Child Care Program for 1985-86 (See appendices D,E,and F)

LESSON PLANS

The following pages are samples of the Child Care curriculum lesson plans (Page 9,10, and 11) and the resources that were used (pages 12 and 13). Pages 14,15, and 16 are samples of lesson plans developed by the Child Care leaders that were implemented in the Latch Key Program.

CONCEPT: LATCH KEY PROGRAM INTRODUCTION

OBJECTIVE: To identify the importance of being involved as teachers in the "Latch Key" Program.

LEARNING EXPERIENCE	RESOURCES/ASSIGNMENTS
1. Program Explanation a. "Teachers" Schedule b. Letter to Parents c. Grant d. Observation week by students 2. Visit Facility a. meet cordinator 3. Discuss questions and concerns a. Hand out Child Development topics (outline) 4. Hand out W-2 forms	a. Write out "after school" schedule

EQUIPMENT NEEDED: School Calendar, W-2 Forms

CONCEPT: TEACHER LESSON PLANS

OBJECTIVE: To recognize and evaluate the correct procedures in writing lesson plans.

LEARNING EXPERIENCE	RESOURCES/ASSIGNMENTS
1. Discuss lesson plan format a. Weekly theme--activities will be centered around a weekly theme b. Objectives--specific tasks will be accomplished by children daily.	
2. What makes up a latch-key child?	a. Articles on Latch Key children; Resource D and bibliography sources
3. Write out a lesson plan using zoo/ circus as the theme.	b. Assignment: Write out a lesson plan using zoo/circus as theme.

EQUIPMENT NEEDED: Overhead projector, overhead transparencies

CONCEPT: GOALS & OBJECTIVES

OBJECTIVE: To identify terms that will allow for an understanding of establishing goals & objectives

LEARNING EXPERIENCE	RESOURCES/ASSIGNMENTS
1. Define goals, objective curriculum, theme, concept	a. Resource 13; chapter 22
2. List examples of goals for childrens development.	
3. Establish the proper procedures in order to accomplish a goal.	b. Resource 15; page 212
4. Practice using illustrative verbs when writing out objectives	c. Assigment: Write out objectives for lesson plan from yesterday.

EQUIPMENT NEEDED:

RESOURCES

Reference Number

#1 Cracckiolo, Rachelle, and Dupuy-Smith, Mary. February Activities for Primary Children. Teacher Created Materials, Sunset Beach, CA 1980

#7 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. Christmas Activities for Primary Children. Teacher Created Materials, Sunset Beach, CA 1980

#3 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. Saint Patrick's Day and Easter. Teacher Created Materials, Sunset Beach, CA 1980

#5 Cracchiolo, Rachelle, and Dupuy-Smith, Mary. September Activities. Teacher Created Materials, Sunset Beach, CA 1980

#10 Criteria for Selecting Play Equipment. Community Playthings, Rifton, NY 1981

#20 Dinkmeyer, Don, and McKay, Gary. Systematic Training for Effective Parenting. American Guidance Services, Circle Pines, MN 1976

#13 Draper, Mary Wanda, and Draper, Henry E. Caring For Children. Chas. A. Bennett Co., Peoria, IL 1979

#14 Draper, Mary Wanda, and Polk Lenorah. Caring for Children Teachers Resource Guide. Chas. A. Bennett Co., Peoria, IL 1979

#22 Gordon Thomas. Parent Effectiveness Training. New American Library, New York, NY 1975

#23 Gordan, Thomas. Parent Effectiveness Training: The "No-lose" Program for Raising Responsible Children. New York: Wyden, 1970

#15 Illinois Vocational Home Economics Curriculum Guide. Department of Adult, Vocational and Technical Education, Springfield, IL 1978

#11 Jenkins, Karen S. Kinder Krunchies, Discovery Toys, Pleasant Hills, CA 1982

#16 Long, Lynette. On My Own; The Kid's Self Care Book. Acropolis, 1984

#21 Medued, Eva. The World of Fad. Ginn and Company, Lexington, MA 1984

#12 Texas Technical University Curriculum. School of Home Economics, Luddock, TX 1969

#19 Quick, Laura. Quick Art. Creative Teaching Press, Inc. Huntington Beach, CA 1982

#18 Watson, Terre and Wilt, Joy. Seasonal and Holiday Happenings. Creative Resources, Waco, TX 1978

#2 Weir, Wendy. February Fun. Teacher Created Materials, Sunset Beach CA 1982

#8 Weir, Wendy. Christmas Fun, Teachers Crated Materials, Sunset Beach CA 1982

#6 Weir, Wendy. Halloween and Thanksgiving Fun. Teachers Created Mateials, Sunset Beach, CA 1982

#17 Weir, Wendy. May/June Activities. Teacher Created Materials, Sunset Beach, CA 1982

#4 Weir, Wendy. Saint Patrick's Day and Easter Fun. Teacher Created Materials. Sunset Beach, CA 1982

#9 Westlake-Gum, Helen. Children-A Study in Individual Behavior. Ginn and Company, Lexington, MA 1977

LESSON PLANS GROUP _____ DATE 9/7

THEME Zoo/Carnival SNACK No-Bake Cookies BULLETIN BOARD _____

OBJECTIVES: The child will: 1 Apply their own make-up after instruction from teachers.
2 Keep their balance while running and hopping.

LEARNING EXPERIENCES	TIME	EQUIPMENT NEEDED
1 Peanut on The Spoon Race	15 minutes	peanuts, spoons, buckets
2 Kangaroo Races	20 minutes	————
3 Snack Break	15 minutes	snack, milk
4 Clown Make-Up Demonstration	15 minutes	old cosmetics
5 Make-Up Children	30 minutes	old cosmetics, construction paper (for ties,e paper clips, scissors, crayons
6 Clown Show-Off Contest	20 minutes	————

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RESOURCES:

Lesson Plans

Group _____ Date 1/15

Theme Indoor-Outdoor Activities Snack Apple Crisp Bulletin Board _____

Objectives: The child will: 1. Identify different animals when playing charades.
2. Color and arrange Indian designs on totem posts.

Learning Experiences	Time	Equipment Needed
1. Animal Charades	30 minutes	
2. Movie - Discuss film	30 minutes	
3. On My Own Sheets	15 minutes	On My Own Book
4. Snack	15 minutes	
5. Totem Posts - The children will make totem posts. They will color Indian designs and glue them on paper toweling rolls.	60 minutes	paper, crayons, paper towel rolls

15

Resources: Learning Experience 3 - Resource 16

Lesson Plans

Group_____ Date 3/4

Theme Preparation for St. Pat's Day Snack Carrot Cake Bulletin Board_____

Objectives: The child will: 1. Demonstrate their ability of putting parts together on a leprechaun.
2. Improve on their math skills while playing elf math.

Learning Experiences	Time	Equipment Needed
1. Dancing Leprechaun's - mobile to put together	1 hour	construction paper, crayons, scissors, glue paper punch, string, paper clips, brads
2. Clean-up time	10 minutes	
3. Snack	20 minutes	
4. Elf Math Art. - Adding, subtracting, along with coloring	30 minutes	crayons
5. Free time / homework	30 minutes	

16

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Resources:

Learning Experience 1 - Resource 3, pg. 1-5
Learning Experience 4 - Resource 3, pg. 11

V7

To: Latch-Key Program Developers

Hopefully this booklet will give you some beginning ideas, suggestions and inspirations on how to set up your after school latch key programs.

Some problems may occur which will be indigenous to your situation but each group will have to face those situations as they arise. We do feel we have given you a good basis for a start and offer some information that has worked for us.

Remember that the benefits that your community and child development students derive from this project far outweigh any problems you will encounter.

Please contact us if you feel you need any further explanations or help.

Good Luck!

Julie and Trudy

Contact: Trudy Hamilton
815-335-2336

APPENDIX

Application Form for Project Coordinator

Name _____

Address _____

Telephone Number _____

Social Security Number _____

Briefly state your work experiences. State those that are experiences with children.

Name and address of Company	From - To	Describe work duties

Are there any experiences, skills, or qualifications which you feel would especially qualify you for this program?

Why do you feel you would be a good choice for the Project Coordinator of the "Latch-Key Kids" program?

Have you ever been involved in any recreational programs and/or their initiation and developments? If so, please explain.

Record of Education

School	Name and address	Graduate date	Major
High School			
College			
Other			

Winnebago High School

Winnebago, Illinois 61088 815-335-2336

August 15, 1985

Dear Parent,

Welcome to our after-school LatchKey Program! We are looking forward to another exciting year and will officially open our doors on Monday, August 26th, the first full day of school.

I have some information to share with you, and I'm sure that you have several questions to ask me. If possible, write those questions down on a piece of paper and bring it with you. Also be sure to bring any pertinent information involving your child with you.

An informational meeting will be held on Tuesday, August 20th, for all parents. We will meet at Simon Elementary School in the Learning Center at 7:30 P.M. Attendence is required or your child may not be enrolled in the LatchKey Program.

Feel free to call me at my home (335-2758) should you have questions before the meeting. I'm looking forward to meeting with you and getting our Program underway. Our LatchKey Program has been designated as a model, demonstration program this year, and we expect an exciting and rewarding year for your child.

Sincerely,

Barbara Dowdakin
Project Coordinator

BEST COPY AVAILABLE

LATCH-KEY PROGRAM GUIDELINES

1. Child must be a registered participant.

2. Attendance is expected on a daily basis or a pre-arranged regular schedule.

3. Child is to wear or bring appropriate clothing for outdoor play.

4. Child must be picked up by 6:00 p.m. Failure to do so may result in dismissal from the program.

5. Cooperation of the child is expected. Discipline may be used in the interest of safety and consideration of others.

6. The Latch Key program will operate according to the Winnebago school calendar. The program will be held on those days designated as early dismissal days on the calendar. Should an emergence situation mandate an early dismissal, Latch Key will not be held.

OFF-GROUNDS PERMISSION FORM

CHILD'S NAME _____

DESTINATION _____

DATE _____

TIME DEPARTING _____

TIME RETURNING _____

MONEY NEEDED _____

EXTRA CLOTHING OR EQUIPMENT _____ _____

_____

PARENT(S) SIGNATURE

_____

(PLEASE RETURN THIS SIGNED FORM AT LEAST 2 DAYS BEF
TRIP)

LATCH-KEY PROGRAM

PARENT FEEDBACK

1. How and why do you use the Latch-Key Program, and does the program fill that need adequately?

2. Is the transportation to the McNair Learning Center safe and adequate?

3. Is the Director:

   a) available and responsive to your children?

   b) available and responsive to parents?

   c) handling discipline to your satisfaction?

   d) handling safety to your satisfaction?

   e) promoting program attitude and objectives?

4. High School Teachers:

   a) Do you feel comfortable with their interactions with your child?

   b) Would you consider hiring them for child care in your home?

5. Do the provided nutritional snacks meet with your approval?

6. Do you like the activities planned for your child?

7. Does your child enjoy/talk about Latch-Key?

8. If you had to support the program, how much do you feel should be paid per child?

9. How much could you pay per child per day?

Additional Comments:

STUDENT EVALUATION OF LATCH-KEY PROGRAM

1. Do you feel the Latch-Key Program is valid?

2. If you were a working parent would you want your child to be in a Latch-Key Program?

3. Do you feel more comfortable in working with children since you have completed the program? Explain your answer.

4. Do you feel the children have benefited from this program? How?

5. Do you feel you have benefited from this program? How?

6. What has been your most rewarding experience in working at Latch-Key?

7. What type of things would you like to see change for next year?

8. Do you feel it is an easy task to work with children? Explain your answer.

9. Would you ever consider working with younger children as a career? Explain your answer.

10. If you were a parent and had your child in the Latch-Key Program, what type of activities would you what your child to be involved in?

11. Do you feel you were paid enough money for your services?

12. Would you have liked to work more, less of the same amount of hours throughout the year? Why?

13. Please write down any additional comments you have about the program.

RESULTS OF THE
STUDENT EVALUATION OF LATCH-KEY PROGRAM

1. **Do you feel the Latch-Key Program is valid?**

   yes - 100%

2. **If you were a working parent would you want your child to be in a Latch-Key Program?**

   yes - 100%
   Reasons - safe, friends

3. **Do you feel more comfortable in working with children since you have completed the program? Explain your answer.**

   yes - 100%
   more easy to control, fun, see where they're coming from

4. **Do you feel the children have benefited from this program? How?**

   yes - 100%
   learn to follow directions, listen, play with others, new games and crafts, respect for others

5. **Do you feel you have benefited from this program? How?**

   yes - watch what I say around kids, handle different situations, every child is different and special, more tolerant with kids of different stages, control my temper

6. **What has been your most rewarding experience in working at Latch-Key?**
   know all children on a personal basis, babysitting, change in behavior of trouble maker, see in public and say "hi", money, things to make children happy, cards saying "I love you"

7. **What type of things would you like to see change for next year?**
   variety of toys, more group activities, more money, new location, more field trips, more organization, rules established the first day, own room

8. **Do you feel it is an easy task to work with children? Explain your answer.**

   no - different emotions, need patience, am afraid, child has good/bad days
   yes - 50%
   rules established, because I like kids

9. **Would you ever consider working with younger children as a career? Explain your answer.**

   yes - 75% - I am working with kids, pediatrics nurse, preschool teacher, day care center, counselor for children at camp or day care
   no - 25%

10. **If you were a parent and had your child in the Latch-Key Program, what type of activities would you wnat your child to be involved in?**

    working with creativity activities, small and large motor skills, participation skills

11. **Do you feel you were paid enough money for your services?**

    yes - 90%
    no - 10%

12. **Would you have liked to work more, less of the same amount of hours throughout the year? Why?**
    more - 40% - earn more money, children may forget you, experience
    same - 40% - not always enough patience, free time
    less - 20% - not enough money

13. **Please write down any additional comments you have about the program.**
    want to work next year
    great program keep it going

REGISTRATION - LATCH KEY PROGRAM

CHILD'S NAME _____

PARENT(S) _____ _____

ADDRESS _____

_____ HOME PHONE _____

PARENT(S) WORKPLACE

_____ _____

_____ _____

PHONE _____ PHONE _____

EMERGENCY PHONE IN CASE OF ACCIDENT OR ILLINESS

_____ _____

SCHOOL: _____ GRADE: _____

TEACHER: _____

MEDICATION PERMISSION

I, _____, give permission to Barbara Dowdakin to administer Childrens acetaminophen or aspirin in the recommended dosage to my child, _____. I understand this medication will only be given to treat fever, flu symptoms, or serious headache complaints.

Signed,

_____

_____

___ Permission given to administer medicine only for the following reasons:

_____

_____

_____

_____

To: Teachers of Latch-Key Kids

Your student, _____,
will be participating in the after-school Latch-Key Kid program. The program will be held in the McNair school learning center. Simon Latch-Key participants will ride the bus to McNair, so will need to be dismissed at the same time as other Simon students who ride the bus.

All other Latch-Key kids may be dismissed at the same time as the town students.

If you have any questions or suggestions, please contact me at home, (335-2758), or drop by the program after school.

Barb Dowdakin
Director, Latch-Key Program